

William Penn University

Education Division

Elementary and Secondary General and Special Education Student Teaching Handbook



www.alamy.com - AGJWRM

2017-2018

University Mission Statement

William Penn University provides the opportunity for an educational experience with a focus on leadership, technology, and the Quaker principles of simplicity, peace-making, integrity, community and equality.

Education Division Mission

Developing Effective Educational Leaders

The William Penn University Education Division strives to equip pre-service teachers with the ethical standards, knowledge, pedagogy, and practical experience necessary to become successful educational leaders. This requires the combined efforts of a variety of people and institutions. The university setting provides opportunities to acquire knowledge, practice skills, and develop attitudes and beliefs about teaching and learning. However, it is only in public or private schools with “real” students that pre-service teachers learn to shape the various aspects of our craft into a personal style of effective teaching.

Cooperating teachers play a critical role in the modeling for and mentoring of student teachers. Under their guidance, William Penn University students are afforded the opportunity to engage in the rewards and challenges of authentic instruction, evaluation, and classroom management.

This handbook provides information about the roles and responsibilities of the cooperating teacher, the university supervisor, and the student teacher. We look forward to a productive, working relationship that will be rewarding for all participants.

Faculty

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Accreditation Status of William Penn University

William Penn University is accredited by The Higher Learning Commission and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, IL, 60602, 312/263-0456 or 800/621-7440, www.ncahigherlearningcommission.org; and the Iowa State Department of Education, Grimes State Office Building, Des Moines, IA 50319, (515) 281-5849. The University is also approved by the State Approving Unit for Veterans Education.

Education Division Vision

The William Penn University Education Division develops pre-service teachers by challenging them to become highly qualified classroom leaders who continue to learn and engage within their diverse learning communities.

April 22, 2017

Education Division Goals

The William Penn Education Division Will Produce:

Effective Pre-service Teachers

- *Demonstrate knowledge in their field(s) by planning and facilitating relevant and effective lessons*

Global Awareness

- *Recognize and accommodate instruction to meet the needs of diverse individuals inherent in today's schools and broader society*

Effective Communicators

- *Communicate effectively in a variety of contexts and formats including reading, writing, speaking, listening and interpersonal skills*

Reflective Practitioners

- *Make logical, reflective decisions in their classrooms based upon formative & summative assessments*

Complex Problem Solving Skills

- *Recognize problems and develop alternate solutions through creative thinking and problem solving*

Technologically Literate Teachers

- *Use instructional media & technology for research, production, acquisition, & dissemination of information*

TEAMwork and Collaboration

- *Facilitate the development of cooperative and collaborative partnerships within school & community*

Life-long Learners

- *Recognize and demonstrate a need for continual personal and professional growth*

Student Teaching – A Full-Time Experience

William Penn University is approved by the Iowa Department of Education to recommend teacher licensure to students who meet the qualifications specified in the Department of Education Rules. The following statement is taken from Chapter 79:

79.13(10) The student teaching experience for initial licensure includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.

In order to comply with this mandate, the Education Division provides multiple opportunities for students to be made aware of this policy. The following statement is included in the Education Division Student Handbook and the Student Teaching Handbook, and has been reviewed multiple times during advising, coursework, and mandatory meetings.

Student teaching is a full-time experience. Student teachers are to maintain the same working hours as their cooperating teachers. Student teachers are not permitted to miss days or leave school early to accommodate athletics or any other non-student teaching related function.

Students are welcomed to participate in athletics or other non-student teaching related functions provided the coach or supervisor understands that students may be late to practice/meetings and may not leave early for "away" events.

April 22, 2017

Recommended Sequence of Responsibilities for Student Teachers

Student teachers are assigned a 16-week experience (or two 8-week experiences, one of which may be Strategist I). Student teachers are required to assume full teaching responsibilities for a minimum of 6 weeks overall.

8 Week Placement (Schedule may be adjusted as agreed upon by the ST and CT)

Week 1:

- _____ Report to assigned school
- _____ Acclimate to school environment & become familiar with building and building procedures
- _____ Learn student names, seating arrangements, etc.
- _____ Observe teaching and management style of cooperating teacher
- _____ Review curriculum, instructional materials, supplies and equipment
- _____ Assist in procedures as deemed appropriate by cooperating teacher

Week 2:

- _____ Become involved in one or two classes in capacities deemed appropriate by cooperating teacher
- _____ Write lesson plan collaboratively with cooperating teacher
- _____ Co-teach with cooperating teacher
- _____ Evaluation of Dispositions (Complete on-line)

Week 3:

- _____ Gradually assume all classes and co-teach with cooperating teacher at a rate agreed upon by student teacher and cooperating teacher
- _____ Communicate daily reflecting on strengths and areas to grow with cooperating teacher

Weeks 4-7:

- _____ Student teacher assumes full teaching responsibility for a minimum of 3 weeks, with a goal of 4 weeks

Weeks 5:

- _____ Mid-term Evaluation (InTASC) due with a midterm grade, date, & signature
 - Student Teacher is to self-evaluate, noting evidence of meeting each component

Weeks 7-8:

- _____ Gradual return of the teaching of classes to the cooperating teacher and fulfill required interview and observation responsibilities (see Student Teacher Responsibilities #8)
- _____ Administrator Mock Interview (1st 8 weeks)
- _____ Mock Evaluation – Iowa Teaching Standards (2nd 8 weeks)
 - To be completed by an administrator or cooperating teacher
 - Student Teacher is to self-evaluate and prepare evidence of meeting each standard

Weeks 8:

- _____ Continue to co-teach with cooperating teacher and observe other classes
- _____ Evaluation of Dispositions (Complete on-line)
- _____ Final Evaluation (InTASC) due with a final grade, date, & signature

Recommended Sequence of Responsibilities for Student Teachers

Student teachers are assigned a 16-week experience (or two 8-week experiences, one of which may be Strategist I). Student teachers are required to assume full teaching responsibilities for a minimum of 6 weeks overall.

16 Week Placement (Schedule may be adjusted as agreed upon by the ST and CT)

Weeks 1:

- _____ Report to assigned school
- _____ Acclimate to school environment & become familiar with building and building procedures
- _____ Learn student names, seating arrangements, etc.
- _____ Observe teaching and management style of cooperating teacher
- _____ Review curriculum, instructional materials, supplies and equipment
- _____ Assist in procedures as deemed appropriate by cooperating teacher

Week 2:

- _____ Become involved in one or two classes in capacities deemed appropriate by cooperating teacher
- _____ Write lesson plan collaboratively with cooperating teacher
- _____ Evaluation of Dispositions (Complete on-line)

Week 3-4:

- _____ Co-teach with cooperating teacher, begin small group teaching responsibilities
- _____ Write lesson plan collaboratively with cooperating teacher
- _____ Communicate daily reflecting on strengths and areas to grow with cooperating teacher
- _____ Formative Feedback (Begin InTASC Evaluation noting areas met, without a grade – week 4)

Weeks 5-12:

- _____ Student teacher assumes full teaching responsibility for a minimum of 6 weeks, with a goal of 8 weeks
- _____ Administrator Mock Interview (1st 8 weeks)

Week 8:

- _____ Mid-term Evaluation (InTASC) due with a midterm grade, date, & signature
 - Student Teacher is to self-evaluate, noting evidence of meeting each component
- _____ Evaluation of Dispositions (Complete on-line)

Weeks 13-16:

- _____ Gradual return of the teaching of classes to the cooperating teacher and fulfill required interview and observation responsibilities (see Student Teacher Responsibilities #8)
- _____ Continue to co-teach with cooperating teacher and teach small groups
- _____ Mock Evaluation – Iowa Teaching Standards (2nd 8 weeks)
 - To be completed by an administrator or cooperating teacher
 - Student Teacher is to self-evaluate and prepare evidence of meeting each standard

Weeks 16:

- _____ Continue to assist in teaching responsibilities as needed
- _____ Evaluation of Dispositions (Complete on-line)
- _____ Final Evaluation (InTASC) due with a final grade, date, & signature

April 22, 2017

Cooperating Teacher's Responsibilities

1. William Penn University student teachers will be placed in a school district with which we have a contract. Cooperating teachers must have a minimum of two years teaching experience and be endorsed to teach in the State of Iowa. Cooperating teachers will need to sign a **Building Consent Form** (sent to the building principal), and make sure it is returned to the Education Division. This form is a state-mandated requirement, and we use it to process stipend checks.
2. Cooperating teachers should orient the student teacher to the school, classroom, pupils, teachers, and administration.
3. Cooperating teachers should provide the student teacher with support materials including texts, teacher's manuals, class roll, seating arrangement, school calendar, classroom rules/regulations, list of teacher responsibilities, district curriculum guidelines, access to school website, assistance in videotaping, faculty and student handbooks, as well as any other school and district policies.
4. Cooperating teachers should acquaint the student teacher with available instructional materials, supplies, and equipment.
5. Cooperating teachers should supervise and monitor the writing and implementation of lesson plans. Written lesson plans must be available to the cooperating and supervising teachers at all times. Plans should be written in a manner agreeable to both evaluators.
6. Cooperating teachers should meet regularly with the student teacher to discuss strengths and weaknesses and to process various aspects of the student teaching experience. Conferences should occur at least weekly. Written feedback is necessary for student teacher reflection and learning.
7. Cooperating teachers should determine a plan for the release of responsibilities & the degree of supervision needed for the student teacher. Student teachers should begin accepting full responsibility for classes as soon as the cooperating teacher and the university supervisor feel they are ready.
8. Cooperating teachers should conference with the William Penn University supervisor regarding the student teacher's performance and evaluation reports.
9. Cooperating teachers should provide the university supervisor with the completed evaluation forms: Dispositions (8 week placement – 2 times, 16 week placement 3 times), Mid-term & Final with a grade each time, and
10. Cooperating teacher should arrange for the Mock-Evaluation over the Iowa Standards to be completed by the administrator or the cooperating teacher for a formative assessment.
*Note evaluation schedule on page 8.
11. Cooperating teachers should work with the university supervisor to determine a final grade for the student teacher.

The university supervisor will conduct regular school visits.

Cooperating teachers should contact the university supervisor immediately, if concerns arise.

WPU Site Supervisor's Responsibilities

1. WPU student teachers will be placed in a school district with which we have a contract. Site supervisors must have teaching experience and knowledge of Iowa's teaching standards. Site supervisors will need to sign a contract, and make sure it is returned to the Education Division. This form is a state-mandated requirement, & is used to process stipend checks.
2. Site supervisors are paid 1 credit of WPU adjunct pay per 16-week placement (or two 8-week)
3. Site supervisors should complete a drop-in visit, formal observations once every 10 school days, and a final check.
4. Site supervisors' formal observations should include a full lesson with an attempt to see every subject or content taught. Written feedback will be provided to the student teacher, cooperating teacher and placement coordinator, including the letter grade for lesson plans and journal. Conferences should occur following formal observations with the student teacher, and site supervisors should consult with cooperating teacher on a regular basis face-to-face or via e-mails.
5. The site supervisor must read/respond to the student teacher's weekly reflective journal. A score of 1 to 5 will be scored ("1" means mediocre and more of a diary than a journal to a "5" which is an excellent reflection on how the InTASC Standards were met, what would be kept the same or changed, and a statement of why and how increased student learning could be accomplished.
6. Site supervisors should conference with the cooperating teachers and the William Penn University placement coordinator regarding the student teacher's performance and evaluation reports.
7. Site supervisors, in conjunction with the cooperating teacher and the university coordinator, should approve any modification of written lessons. Lesson plans must be available to the cooperating and supervising teachers at all times.
 - Site supervisors should evaluate and grade the student teacher's plans during every visit.

Ratings/Criteria for Lesson Plans			
Available: to Co-op & Supervisor	1 Not on time (Must provide)	2-3 Available, but not on time or missing updates	4 Always available with updates & on time
Purpose: Standards/Objectives & Assessments	1 Not included (Must provide)	2-5 Most included	6 All 3 included & measurable
Knowledge: Procedures appropriate & relative	1 Not clear or appropriate (Must adjust)	2-3 Somewhat clear, needs some adjustment	4 Clear & appropriate
Prepared: Materials and/or Copies & Extra activities when needed	1 Not prepared (Must complete & prepare)	2-5 Usually prepared	6 Always prepared

8. Site supervisors should assist the cooperating teacher in making the formative and summative evaluations of the student teacher. However, evaluations should be turned in by the cooperating teacher. They should provide the student teacher and supervisor with a copy of each evaluation.
9. Site supervisors and cooperating teachers should work together in providing the final grade to be reported to the placement coordinator. The site supervisor should be available to meet and conference with the student, and/or the cooperating teacher for the mid-term and final evaluations.
 - Note evaluation schedule on page 8.

The WPU placement coordinator may conduct school visits. Site supervisors and cooperating teachers should contact the university placement coordinator immediately if concerns arise.

Completion of Evaluations by Cooperating Teacher

Evaluations for an 8 Week Placement

_____ (Week 2) Evaluation of Dispositions (completed on-line)

_____ (Week 5) Mid-term Evaluation (InTASC) due with a midterm grade, date, & signature

- Student Teacher is to self-evaluate, noting evidence of meeting each component

_____ (Week 6) Mock Interview with a building administrator (1st 8 weeks)

_____ (Week 6) Mock Evaluation – Iowa Teaching Standards (2nd 8 weeks)

- To be completed by an administrator or cooperating teacher
- Student Teacher is to self-evaluate and prepare evidence of meeting each standard

_____ (Week 8) Evaluation of Dispositions due (completed on-line)

_____ (Week 8) Final Evaluation (InTASC) due with a final grade, date, & signature

Evaluations for 16 Week Placement

_____ (Week 2) Evaluation of Dispositions (completed on-line)

_____ (Week 4) Formative Feedback (Begin InTASC Evaluation noting areas met, without a grade)

_____ (Week 6) Mock Interview with building administrator

_____ (Week 8) Mid-term Evaluation (InTASC) due with a midterm grade, date, & signature

- Student Teacher is to self-evaluate, noting evidence of meeting each component

_____ (Week 15) Mock Evaluation – Iowa Standards Feedback (Blue – state mandated, for student)

- To be completed by an administrator or cooperating teacher
- Student Teacher is to self-evaluate and prepare evidence of meeting each standard

_____ (Week 8) Evaluation of Dispositions (completed on-line)

_____ (Week 16) Evaluation of Dispositions (completed on-line)

_____ (Week 16) Final Evaluation due with a final grade, date, & signature

Stipend paid to Cooperating Teacher ~ \$12.50 per week

Student Teacher's Responsibilities

Student teachers should contact their university supervisor immediately if problems begin to arise. The sooner assistance is requested the easier it is to correct problems. This university supervisor's job is to help the student teacher become successful.

1. Student teaching will begin when the school to which the student is assigned begins. This applies to both the fall semester and following winter break, for the spring semester. Student teachers will complete an assignment consisting of a **minimum** of 16 consecutive weeks including workshops, in-service, parent/teacher conferences, teaching, and student supervision. Students who are assigned two eight-week student teaching assignments will be required to complete a **minimum** of 35 school days in each assignment.
2. Student teaching hours and workdays will be the same as those for the professional faculty in the district where the student teacher accepts placement. The cooperating teacher and student teaching supervisor must approve any exceptions, including illness. Student teaching is a full-time experience. Student teachers are not permitted to miss days or leave school early to accommodate athletics or any other non-student teaching related function. *Excessive absences will result in termination of the clinical experience.*
3. Student teachers are expected to dress and act professionally at all times, maintaining ethical standards - <http://www.boee.iowa.gov/doc/ethHndot.pdf> .
4. Student teachers should note the cooperating teacher's methods, strategies, questioning techniques, corrective practices, and classroom management and implement strategies that fit the student teacher's teaching style. Adjustments made should be discussed with the cooperating teacher prior to classroom implementation.
5. Student teachers must have detailed written lesson plans & an up-to-date daily reflective journal available at all times. Students will collect artifacts to provide evidence on how the Iowa Standards were met. A Mock Evaluation of the Iowa Teaching Standards will be conducted with a school administrator or the cooperating teacher.
6. Student teachers should assume the cooperating teacher's full teaching responsibilities for a **minimum** of six weeks during the student teaching term. Students who are assigned two eight-week student teaching assignments complete a **minimum** of three weeks in each assignment.
7. Student teachers should engage in a variety of teacher supervisory responsibilities including, but not limited to recess, study hall, lunchroom, hall, and/or bus duty.
8. Student teachers should acquaint themselves with special/resource areas such as art, music, physical education, and special education; varied classrooms; and the duties and responsibilities of non-teaching professional staff. A reflection will be shared as noted in the syllabi.
 - Observation - Special Education or another resource room
 - Observation - activity such as music, art, or PE
 - Observation - another classroom teacher at the same (within one) grade or content level
 - Observation - another classroom teacher 3-4 grades removed from your experience
 - Interview with a school counselor or school psychologist
9. All student teachers must return to campus for scheduled sessions with their university supervisor and other student teachers, including a one day session dealing with certification and employment.

Liability Insurance for Student Teaching (From WPU Ed Student Handbook)

Student teachers, regardless of grade level or subject area, are not required to purchase liability insurance. An advantage to having membership in the Iowa State Education Association for Students is that the insurance provided is inexpensive and assures the student teacher full liability coverage as well as free legal services regardless of charges made against a student teacher. Membership is encouraged, but not required, by the University.

- www.isea.org (Student Rate: \$20/year)
- www.peiowa.org (Student Rate: \$20/year)

Mandatory Child and Adult Abuse Reporter Training <http://www.boee.iowa.gov/abuse.html>

• Required for substituting and acquiring a teaching position, encouraged for student teaching
In the spring of 2001, legislation was passed requiring all individuals renewing a license or authorization issued by the Board of Educational Examiners to provide proof of completion of an approved "Mandatory Child and Dependent Adult Abuse Reporter Training" program. This law became effective on October 1, 2002. This training should be available through [Iowa AEA Online](#), [ISEA UniServ office](#), [7SecondCoach](#) and many others.

Note that the list of courses on the Department of Public Health site includes multiple types of courses. Only those programs that are designated TYPE 3 meet Iowa license renewal requirements.

Teacher Education Fees

1. Student Teaching fee - \$300.00
2. Licensure fee (paid to the Board of Educational Examiners) - \$85.00
3. Fingerprinting fee (paid to the Board of Educational Examiners) - \$75.00 (July 2015 updated)
4. Students will be charged a \$100.00 graduation fee.

Completion of Student Teaching & Program Requirements prior to Licensure:

_____ Completed Fingerprints

_____ Paid Check to the BOEE for Fingerprints (\$75) and License (\$85) Total - \$160

- Fingerprints and waiver for a background check with \$75.00 must be completed and approved. (This may take 4-6 weeks. Checks or money order should be made out to **BOEE**.)

_____ Completed Teaching Licensure Application

_____ Completed Teaching Portfolio (Mock Evaluation)

_____ Completed student teaching grade (Must be C- or higher)

_____ Completed Praxis II Tests (Content \$120-\$146 & Pedagogy \$146)

According to Iowa statute, all teacher candidates graduating from an Iowa institution after January 1st 2013 must attain the qualifying score in both a test of pedagogy and of content before they can be recommended for licensure. Praxis II – Principles of Learning and Teaching (PLT) & a content specific test, according to the Iowa Department of Education. <https://www.educateiowa.gov/pk-12/educator-quality/practitioner-preparation> (Most recent cut scores)

Coaching Endorsement:

- The BoEE recently voted to adopt amendments to Iowa Administrative Code that will require current CPR certification for certain coaches. The BOEE will accept any official CPR training through reputable organizations such as the following: • American Heart Association • American Red Cross • American Safety and Health Institute (ASHI) • National Safety Council (NSC) • Medic First Aid
- Important Note: online only programs do not meet the OSHA first aid and training requirements and will not be accepted. This helpful website gives tips regarding online CPR certification scams. <http://news.hsi.com/onlineonlycpr> Contact: Steve Mitchell (steve.mitchell@iowa.gov)
- Concussion Training Certification needed <http://nfhslearn.com/courses/61037/concussion-in-sports> (Free) and CPR Certification required

Coaching Authorization:

- The coaching authorization is valid for five years. Applicants need to be at least 18 years old and complete the coaching authorization requirements. Non-teachers or teachers may apply for the coaching authorization. Teachers may instead pursue the coaching endorsement. More information about the coaching authorization and renewal requirements can be found at www.coaching.iowa.gov.
 - If Coaching Authorization is needed prior to student teaching (Background Check \$75, Authorization application cost) http://www.boee.iowa.gov/how_do_i/coach/a.html
 - CPR Training and Concussion Training are both required.

Students should be aware of the following regulations involving licensure:

1. Students **may not** substitute teach in any school district in the State of Iowa until they have been approved for licensure by the Iowa State Department of Education.
2. Students **may not** sign a teaching contract in the State of Iowa until they have been granted licensure from the Iowa State Department of Education. Doing so constitutes an illegal act.

Basic Requirements for Obtaining a Teaching License <http://www.boee.iowa.gov/require.html>

Initial License: The initial license is granted to new graduates and those from out-of-state with less than three years of experience. It is valid for two years and may be renewed twice. There is no coursework required to renew the initial license other than the mandatory reporter training for child and dependent adult abuse. The second (and final) renewal of an initial license also requires proof of contracted employment that will lead to the standard license.

Substitute License: The substitute license is valid for five years. Applicants who are eligible for, or have ever held, one of the teaching licenses listed above are also eligible for a substitute license. This license is maintained separately from teaching licenses. The substitute license renewal requires one renewal credit OR 30 days of substitute teaching during the term of the license and the mandatory reporter training for child and dependent adult abuse.

Applying for an Initial or a Substitute License: <http://www.boee.iowa.gov/licensure/apply.html>

Substitute Authorization: The substitute authorization is valid for five years. A substitute authorization allows individuals to substitute teach PK-12, but for no more than five days in a row or 10 days in a month for any one assignment (no long-term subbing). Applicants need a bachelor's degree and the completion of an approved substitute authorization course. This is for applicants who are not eligible for an Iowa teaching license.

April 22, 2017

Evaluation of Dispositions for Pre-Service Teachers

<input type="checkbox"/> Week 2
<input type="checkbox"/> Week 8
<input type="checkbox"/> Week 16

Student: _____ Student Teaching Experience _____

In 1682, William Penn, the Quaker leader and Pennsylvania statesman for whom our university is named, wrote a letter of advice to his wife and children. The points about which he writes form a framework for the dispositions or behaviors that should be demonstrated by pre-service teachers at William Penn University. Please circle the number or symbol that corresponds to your observations of this student and return in the addressed envelope provided to you.

– = demonstrates negative behaviors
0 = no opportunity to observe
1 = not yet evident

2 = emerging, inconsistent
3 = usually evident
4 = consistently and strongly evident

Be Humble and Meek	– 0 1 2 3 4
Eager to continue learning	
Respects authority	
Accepts feedback graciously	
Complies with rules and policies	
Adjusts to meet others' needs; flexible	
Be Just and Merciful	– 0 1 2 3 4
Is considerate of others	
Leads by example	
Works toward arriving at consensus	
Is open-minded	
Is committed to helping all students	
Be Appreciative	– 0 1 2 3 4
Appreciates multiple perspectives	
Is thankful	
Contributes to an enthusiastic, positive climate	
Be Patient and Temperate	– 0 1 2 3 4
Actively listens to others	
Makes wise choices	
Displays self-control	
Be Generous and Thrifty	– 0 1 2 3 4
Uses time and resources wisely	
Volunteers to assist others	
Be Diligent	– 0 1 2 3 4
Is industrious <i>and</i> strives for excellence	
Engages in professional development activities	
Shows awareness of community resources	
Is conscientious	
Dresses appropriately	
Have Integrity	– 0 1 2 3 4
Is reliable and honest	
Completes assignments on time	
Attends class regularly	
Accepts responsibility for individual actions	
Be Respectful	– 0 1 2 3 4
Is kind and courteous	
Is responsible and cooperative team members	
Shows respect for all learners and values diversity	
Fosters culturally sensitive language and attitudes	

1. What are the strengths of this William Penn student?
2. What are some areas that could be targeted for improvement by this William Penn student?
3. What are the strengths of the William Penn student teaching experience?
4. What are some areas that could be targeted for improvement by the William Penn teacher preparation program?
5. Please comment on the performance of the university supervisor and offer suggestions for improvement.
6. Other comments:

Do you recommend that this student be allowed to continue toward teacher licensure? ___ Yes ___ No

_____	_____
Classroom Teacher	Date
_____	_____
School Name	School District

Signature _____

April 22, 2017

InTASC Model Core Teaching Standards

April 2011

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

April 22, 2017

ESSENTIAL KNOWLEDGE

- 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

PERFORMANCES

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

- 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

April 22, 2017

- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

April 22, 2017

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

- 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
- 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

- 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

- 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

April 22, 2017

CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

April 22, 2017

Mock Evaluation of Student Teachers on the Iowa Teaching Standards

House File 549 (spring 2003) mandated that Iowa's Teacher Preparation Programs provide a student teaching experience that includes opportunities for the student teacher to become knowledgeable about the Iowa teaching standards, including a mock evaluation performed by the cooperating teacher. The mock evaluation shall not be used as an assessment tool by the practitioner preparation program. This mock evaluation does not require that the evaluator be state evaluator approved or that the student teacher provide documentation to support competence.

Student Teacher: _____ Date: _____
 Grade Level(s) _____ Subject(s): _____
 Sponsoring Institution: _____ School District: _____
 Cooperating Teacher: _____ School: _____

This form was completed by:

Student Teacher Cooperating Teacher/Designee Other: _____

Directions:

Students should complete this form, as a self-assessment, during the end of the student teaching semester. Cooperating teachers will complete the same form, and prior to the end of the semester the student teacher and cooperating teacher will compare and discuss their perceptions. This form is for the student teacher's use only. The sponsoring institution will **not receive a copy.**

1. DEMONSTRATE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Strengths:

Areas for Improvement:

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Strengths:

Areas for Improvement:

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Strengths & Areas for Improvement:

April 22, 2017

4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Strengths:

Areas for Improvement:

5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student's progress.

Strengths:

Areas for Improvement:

6. DEMONSTRATES COMPETENCIE IN CLASSROOM MANAGEMENT.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Strengths:

Areas for Improvement:

7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Strengths:

Areas for Improvement:

8. FULFILLS PROFESSIONAL RESPONSIBILITES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Strengths:

Areas for Improvement:

Student Signature

Date

Cooperating Teacher or Designee Signature Date

April 22, 2017

Conflict Resolution and Withdrawal of a Student from a Student Teaching Placement

When a student teacher, supervising faculty, cooperating teacher, and/or principal have concerns about a student teacher's performance, a conference to discuss the issue should be arranged. A written Plan of Action to aid in resolution of the problem(s) should be developed. This plan should clearly stipulate the problem(s), articulate methods of resolution, and specify an appropriate time frame in which a change of performance should occur. If problems persist to the degree that termination of a student teacher's experience is warranted, the steps listed below should be followed and documented in writing. A student teacher's unprofessional or unethical behavior may result in the immediate termination of their student teaching experience. The cooperating teacher, building principal, or district administrator may also request immediate termination of the experience as a result of other extreme circumstances or because the student teacher is unable or unwilling to implement the agreed upon plan of action.

1. The party(ies) requesting termination should contact the university supervising faculty member to discuss their request.
2. The university supervising teacher should meet with the Education Division Chair to discuss termination of the student teaching experience. They will determine which of the following options should be taken.
 - The Division chair will request an administrative withdrawal from student teaching for the student in question. If the withdrawal date has passed, the chair will work with the Academic Dean to determine if there are acceptable alternatives.
 - The student teacher will receive a failing grade for the student teaching experience.
3. The university supervising teacher should meet with the cooperating teacher, principal (or designee), and the student teacher to clearly articulate and discuss the reasons for removal. The best way for the student teacher to formally terminate this experience with his or her students should also be addressed.
4. The Division chair should provide written documentation of any student teaching termination. One copy should be placed in the student's Education Division file. Additional copies should be given to:
 - the student teacher
 - the Director of Teacher Education
 - the student teacher's academic advisor
 - the Dean of Arts, Sciences, and Professional Studies
5. If a student wishes to appeal the withdrawal decision, the Due Process procedures listed on the next page must be followed.

Due Process Procedures

A student objecting to any decision made by the Education Division, including denial of admission to any phase of the Education program, may appeal the decision in the following manner:

1. A letter from the student outlining the objection must be sent to the Chair of the Education Division.
2. The letter is transmitted to the Teacher Education Committee for review and action. The decision is then communicated by the Chair to the student and the student's academic advisor.
3. If the student rejects the decision of the Teacher Education Committee, the student may further appeal the decision to the Academic Council for review and action. The decision is then communicated by the Chair to the student, the academic advisor, and the Dean of Arts, Sciences, and Professional Studies.
4. If the student rejects the decision of the Academic Council, the student may further appeal the decision to the Dean of Arts, Sciences, and Professional Studies. The decision of the Dean of Faculty is communicated to the student teacher, the academic advisor, and the Education Division chair. This decision is final.